DOCUMENT RESUME

ED 221 513 SP 021 037

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TITLE Teaching Handicapped Students in the Regular Classroom: State Preservice Certification Requirements and Program Approval Standards.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE Aug 82
GRANT G008101992
NOTE 60p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Accreditation (Institutions); Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; Policy Formation; Preservice Teacher Education; Program Content; *State Standards; *Teacher Certification; *Teacher Education Programs; Teacher Qualifications
IDENTIFIERS National Assn of State Dir of Tchr Educ and Cert

ABSTRACT

Responses and changes made, in answer to the passage and implementation of the Education for All Handicapped Children Act, to preservice and inservice teacher certification patterns and requirements and program approval standards for teacher preparation programs in the United States are described in this report. Part 1 is an analysis of the teacher education program approval standards developed by the National Association of State Directors of Teacher Education and Certification and adapted by a number of states. This analysis focuses on those provisions related to training of regular classroom teachers to teach both handicapped and nonhandicapped students in the same classroom. Part 2 contains survey information from 50 states relative to state program approval standards, certification requirements, and other policies and practices enacted to ensure that educators have the knowledge and skills to work with handicapped students in the regular classroom. Also included is an analysis of these findings. Part 3 contains a brief review of how the measures were passed and of the groups most instrumental within each state in getting the measures enacted. An appendix lists certification offices of state education departments. (JD)

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TEACHING HANDICAPPED STUDENTS IN THE REGULAR CLASSROOM:

State Preservice Certification Requirements and Program Approval Standards

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August, 1982

SP 021 037

This publication was funded by Grant #G008101992 from the Office of Special Education of the U.S. Department of Education. Points of view or opinions do not necessarily represent the official views or position of either the Office of Special Education or the American Association of Colleges for Teacher Education (AACTE). AACTE is printing this document to stimulate discussion and study related to personnel preparation and education of the handicapped.

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INTRODUCTION

For many years educators have recognized the need to prepare regular classroom teachers to teach students with varying educational needs in the same classroom. The goals and objectives of most programs in schools of education have reflected the idea that graduates would be able to teach both "typical" and "atypical" students. State standards used to certify teacher education programs have contained provisions to ensure that certification candidates were equipped with the necessary skills, knowledge and attitudes for working with each student, regardless of individual differences. A few states enacted specific certification regulations and other policies and practices that required competence of regular teacher certification candidates in working with handicapped students.

Prior to 1975, education preparation program provisions, state program approval standards and certification requirements were seldom interpreted, however, to mean that teacher education graduates or certification candidates were competent to teach all children in the regular classroom. Furthermore, most state agency personnel, teacher education program planners and public school personnel recognized that many newly certified teachers had difficulty working uniformly well with each child in the classroom.

Before 1975 most students with diagnosed handicapping conditions were placed in "special" classes or "special" schools staffed by teachers with special education degrees and certification. At that time most states did not require regular classroom teachers to work with students whose diagnosed handicapping conditions were classified as either "moderate" or "severe." Furthermore, in most instances, special help or class placement was available to students with "mild" handicaps.

In 1975 Public Law 94-142, The Education for All Handicapped Children Act, exploded on the education community to guarantee that every child, regardless of disability, was entitled to a free public education appropriate to the child's needs. Educational services were to be delivered in the "least restrictive environment" and an "individualized educational plan" developed for each child in need of special education. Extensive parental involvement was required. The extent to which P.L. 94-142 has changed schools and teacher education is not fully known; however, the reaction to it was rapid. Language contained in that law, borrowed from the penal code, was interpreted literally by lawyers. Placing all students in their "least restrictive environment" meant, in many instances, placing students with "moderate" to "severe" handicapping conditions in regular classrooms. Their new teachers, in most cases, had little or no training in working with handicapped students. "Instant" inservice education was provided to help regular classroom teachers write the individualized educational plan for handicapped students and work with them in the classroom. These measures had the effect, in most cases, of changing both the content of inservice education and the personnel structure in the elementary and secondary schools. Ultimately these changes were reflected in both preservice and inservice certification patterns and requirements. Also affected were program approval standards for teacher preparation programs in a number of states.

One provision of Public Law 94-142, the Comprehensive System of Personnel Development (CSPD), was developed to ensure that all handicapped children receive special education and related services from adequately trained personnel. State agencies, in cooperation with institutions of higher education and other agencies and organizations, were required to design the CSPD and submit it to the federal government as part of the state's annual program plan for the implementation of Public Law 94-142. On the basis of data collected for this

paper it is not possible to determine just how changes in certification requirements and program approval standards were meant to address this provision of P.L. 94-142; however, many of the requirements cited in the paper were implemented after 1975.

The following section of this paper, Part I, is an analysis of the program approval standards developed by the National Association of State Directors of Teacher Education and Certification and adapted by a number of states. This analysis focuses on those provisions related to training of regular classroom teachers to teach both handicapped and non-handicapped students in the same classroom.

The second section, Part II, contains survey information from fifty states and several jurisdictions relative to state program approval standards, certification requirements and other policies and practices enacted to ensure that educators have the knowledge and skills to work with students with handicapping conditions in the regular classroom. Also included is an analysis of these findings.

The third section, Part III, contains a brief review of how the measures were passed and the groups most instrumental within each state in getting the measures enacted.

It is important to note that many institutions of higher education meet a variety of professional standards, including those of the National Council for Accreditation of Teacher Education (NCATE) and those of the individual specialty areas. However, the coverage of this paper is restricted to state certification requirements and program approval standards for teacher education programs.

PART I

Analysis of NASDTEC Standards

The Standards for State Approval of Teacher Education (1981 Edition) was prepared by the National Association of State Directors of Teacher Education and Certification (NASDTEC), a professional organization formed in 1928 whose members are from teacher education and certification departments in all fifty states and several territories. The standards were developed to "offer each state guidelines for procedures and standards relevant to program approval/accreditation," in light of the fact that "each state has control of professional/certification programs in that state." (See Appendix B of the Standards.)

The NASDTEC Standards have been revised continuously since 1952. "Drafts of standards are reviewed first by the Standards Committee and are then circulated to states for critical review. State agency personnel generally convene ad hoc committees involving practitioners, curriculum personnel, higher education personnel from academic departments and schools of education, representatives of professional organizations, school district administrative and supervisory personnel, and classroom teachers." (Standards Foreword.) The Standards Committee then considers the suggestions and submits final versions to the NASDTEC membership to be approved, amended or rejected.

Onsite review teams, composed of representatives of such groups as teacher educators, elementary and secondary school teachers and administrators, state professional associations, school boards and state agencies, visit teacher education programs to recommend approval or non-approval. Recommendations are made on individual certification areas and sent through various channels in the state. Theoretically, the decision on final approval rests with the Chief State School Officer or the Commissioner of Higher Education. Appeal processes exist in most states.

States have adopted the NASDTEC Standards for use in a variety of ways. A few states adhere strictly to all of the standards. Many states adapt them, while other states circulate them to schools of education as resources for program planning. In most instances, states have made adaptations to reconcile state certification requirements with NASDTEC program approval standards and practices. Other states have developed their own specific state standards.

The NASDTEC Standards are divided into six chapters as follows:

- State Administrative Procedural Standards;
- Organization and Administration of Teacher Education;
- Curriculum Principles and Standards: Basic Programs;
- Curriculum Principles and Standards: Advanced Programs;
- Innovative and Experimental Programs; and
- Standards for Approving Competency Based or Performance Based Programs.

Each section of the Standards was examined to identify those provisions which were designed to, or could be construed to, address the knowledge and skills educators needed to teach handicapped students in the regular classroom. It is not possible to determine the total extent to which state program approval teams apply these provisions; however, Part II contains more specific information.

The following section identifies parts of the NASDTEC Standards which have been used to judge the extent to which training programs provide teaching candidates with the required knowledge, skills, and attitudes for working with handicapped children in the regular classroom.

2.7 Facilities and Instructional Materials

> The institutions provide physical facilities, instructional materials and supplies, and other resources essential for conducting teacher education programs.

Some state agency personnel report that at least one member of the onsite

team is instructed to examine facilities, resources and materials for suitability for the needs of both non-handicapped and handicapped children.

2.7 Facilities and Instructional Materials

Standard VI

> The institution shall maintain a materials laboratory or center either as a materials laboratory or as one or more separate units . . . . This laboratory shall include a wide array of books commonly used in elementary and secondary schools, various types of teaching aids such as maps, charts, pictures, filmstrips and recordings, and various types of materials used in evaluating learning and curriculum patperns, courses of study, and teaching units . . . .

While this standard does not specifically state that materials be suitable for the student with handicapping conditions, some state agencies reported that onsite review teams are instructed to determine whether professional materials for working with handicapped students are included.

3.1 Curriculum Development, Planning for Teacher Education

Standard II

> The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

Some state agency personnel contend that the presence of elementary and secondary school personnel on these committees increases the likelihood that the necessary skills, knowledge and attitudes for education of the handicapped are included in the institutions' teacher education programs.

Standard IV of 3.3 deals with field experience requirements, including student teaching. The standard includes the idea that the student teacher should have the same range of experiences as teachers do in the public

elementary and secondary schools. Since student teachers would likely encounter handicapped students in the public schools, the student teaching experience would foster knowledge and skills in working with handicapped students in regular classroom settings.

3.3 Professional Education

Standard V

> The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

This standard was adopted as a result of the passage of Public Law 94-142. A number of state education agency personnel reported that this was the key standard used to ensure that certification candidates had the necessary skills, knowledge and attitudes for working with the special needs student in the classroom.

3.4 Teaching Majors: General Standards

> Each teaching major or field of specialization is based upon a statement of competencies needed by teachers in this area of the public school curriculum. These competencies include the knowledge, understanding, skills and attitudes that are required, and the degree of expertise necessary for a beginning teacher.

The rationale for including this segment from the section on the institutional development of the teacher education program is that skills, knowledge and attitudes which are based on the public school curriculum must reflect the situation in the public schools where handicapped students are placed.

3.5 Teaching Majors

> The teaching major or field of specialization shall consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty as necessary for successful teaching of the particular grade levels for which the program is designed.

This standard is also interpreted by some state agencies to include skills, knowledge and attitudes for working with handicapped students as necessary competencies.

3.5.9 Early Childhood Education

Standard I

> The program shall require study of growth and development of the child from birth to age eight in physical, social, emotional, and cognitive areas in order to develop the ability:
>
> a) to identify typical and atypical behaviors
> b) to prescribe and plan programs and activities
> c) to evaluate, monitor and report progress

A number of state agency personnel report that this standard is interpreted literally and that onsite team members review early childhood programs to be sure that they accommodate the needs of teachers working with both typical and atypical children. There is also a section of the NASDTEC Standards on the early childhood handicapped which was adopted June 21, 1979, for use by those states who use this certification title. Generally this set of standards applies to the special education certification for the teacher who will be working with handicapped young children in special classes or schools.

3.5.10 Elementary

Standard I

> The program shall require the study of child growth and development and of the social, emotional, physical and health characteristics and needs of children.

Standard VIII

> The program shall require study in exceptional education.

Standard IX

> The program shall require study to develop skills related to the diagnosis, prescription and correction of learning difficulties of elementary school children.

Standard X

> The program shall require study designed to develop skills related to working with parents and other adults.

These sections of the Elementary Education Standards were developed specifically and purposefully to accommodate the educational needs of elementary teachers as a result of Public Law 94-142.

3.5.12 Exceptional, Handicapped Children

Standard III

> The program shall provide for demonstrated competence in communicating with parents, children and other professionals relative to the assessment of a child's academic, social, cognitive and physical functioning and the subsequent planning, development, and implementation of the child's program.

Sections of Standard III have been revised somewhat to reflect the changing roles of special educators in schools. The NASDTEC Standards also contain sections designed for educators preparing to teach exceptional children at any level--preschool through grade 12. These have been designed for the special education categories or certification fields and are not pertinent to the topic of this paper.

Standard VIII

> The program shall provide for demonstrated competence in (a) an understanding of national, state, and local laws, policies and procedures affecting the handicapped; . . .

Some states have been satisfied to use the NASDTEC Standards or their on-site application of those standards to address the changes needed from educators and education programs to accommodate handicapped students in regular classrooms. Other states have enacted specific certification regulations, program approval standards, or other policies and practices in this area of concern. Part II is a report on each state's action.

PART II

Individual State Requirements

Several steps were used to collect data from each state concerning provisions that have been made to ensure that regular educators are prepared to teach handicapped students in regular classrooms. A small group of states were contacted by telephone as a pilot group so that the scope of the effort could be determined. Next, a brief questionnaire was circulated to collect basic information. In each case state agency personnel with direct responsibilities for certification were contacted.

Figure 1 contains summaries of each state's provisions--whether the provisions are handled through certification requirements, program approval standards or both, and whether the measures take the form of course requirements or competencies, or both. A breakout by individual states beginning on page 17 contains more specific information about those provisions. The final segment of Part II is a brief commentary on the data received from the questionnaires.

In some instances, when appropriate, citations are quoted directly. In others, statements obtained on the questionnaire or by telephone are paraphrased. For complete text of excerpted material write to the appropriate state's education department at the address listed in Appendix I.

In most states, program approval standards are reconciled with certification requirements; that is, approved teacher training programs must meet the minimum certification requirements as well as program approval standards. The reverse is not necessarily true since those candidates who just meet minimal certification requirements have not necessarily completed approved programs.

The following is a state-by-state report of certification regulations and program approval policies which have been enacted in response to P.L. 94-142.

Figure 1

Summary of Requirements

State	State Provisions	Certification Requirements	Program Approval Standards	Courses Required	Competencies Required	Other
Alabama	Yes	X	Alabama and NASDTEC Standards	3 sem./ 4 quarter hours	X	
Alaska	No					Increased interest
Arizona	No	Proposed				
Arkansas	No					Requirements attempted numerous times
California	Yes	X	X	X	X	
Colorado	Yes		X		X	
Connecticut	No					Increased interest
Delaware	No					Uses NASDTEC Standards to some extent
District of Columbia	Yes	X	NASDTEC Standards	3 sem. hours in Special Education	X	

Figure 1

(continued)

State	State Provisions	Certification Requirements	Program Approval Standards	Courses Required	Competencies Required	Other
Florida	Yes	X	X		Generic competencies	
Georgia	Yes	X	Georgia Standards	5 quarter hr. course for renewal cert.	Competencies specified	
Hawaii	Yes		NASDTEC Standards		X	
Idaho	Yes		NASDTEC Standards		X	
Illinois	Yes	X	X	3 sem. hrs.		Learning disabil. must be specific. included
Indiana	Yes	X	State Profes. Ed. Stds. and NASDTEC		X	
Iowa	Yes		NASDTEC Standards for elem. majors			Increased interest
Kansas	Yes	X	Proposed	2-hour survey course or equiv.		
Kentucky	Yes	X	X	2 sem. hrs.		
Louisiana	Yes	X	X	3 hours for elem. majors		

Figure 1

(continued)

State	State Provisions	Certification Requirements	Program Approval Standards	Courses Required	Competencies Required	Other
Maine	Yes		X		Maine Standards	
Maryland	Yes	X	NASDTEC Standards	3 sem. hrs.	Competencies suggested	
Massachusetts	Yes	X	Massachusetts Standards		X	
Michigan	No					Attempts have been made
Minnesota	Yes	X	X	Foundation Studies		Rules for secondary teachers in hearing stage
Mississippi	Yes	X		3 sem. hour survey course		
Missouri	Yes	X	X	2 sem. hour equiv.		
Montana	Yes		Montana and NASDTEC Standards		X	
Nebraska	Yes		Nebraska and NASDTEC Standards		X	

Figure 1

(continued)

State	State Provisions	Certification Requirements	Program Approval Standards	Courses Required	Competencies Required	Other
Nevada	Yes	X		One-credit hour for all teachers		
New Hampshire	Yes		New Hampshire and NASDTEC Standards		X	
New Jersey	Yes		NASDTEC Standards		X	Credit requirements proposed
New Mexico	No					Increased interest
New York	No					
North Carolina	Yes	X	North Carolina Standards		X	
North Dakota	No					Colleges are accommodating needs
Ohio	Yes		NASDTEC Standards		X	Guidelines for Implementation of 94-142
Oklahoma	Yes	X		2 or 3 hrs. Ed. of Excep. Child		

Figure 1

(continued)

State	State Provisions	Certification Requirements	Program Approval Standards	Courses Required	Competencies Required	Other
Oregon	Yes	X	X		X	
Pennsylvania	Yes		X		State-mandated competencies	
Rhode Island	Yes	X	NASDTEC Standards		X	One course proposed
South Carolina	No					Uses NASDTEC Standards to some extent
South Dakota	Yes		NASDTEC Standards			
Tennessee	Yes	X		3 quarter-hr. course or experience teaching handicapped students		
Texas	Yes		Texas Standards			
Utah	Yes		NASDTEC Standards			
Vermont	Yes		Uses NASDTEC as Guidelines			Continuing Teacher Program (In-service)

Figure 1

(continued)

State	State Provisions	Certification Requirements	Program Approval Standards	Courses Required	Competencies Required	Other
Virginia	Yes		Uses NASDTEC as Guidelines			Increased interest
Washington	Yes	X	X		Minimum generic competencies	
West Virginia	Yes	X	X		X	
Wisconsin	Yes	X	Pending	3 sem. hrs.		
Wyoming	Yes	X		2-hour survey course		
Dept. of Defense Overseas Schools	No					Does not prepare teachers

Alabama

Certification Requirement - 3 semester/4 quarter hours Exceptional Child Education

Program Approval Standards - State Certification Requirements and NASDTEC Standards

Alaska

Certification Requirement - None

Program Approval Standards - None

Increased interest but no provisions proposed at this time.

Arizona

Certification Requirement - None

Program Approval Standards - None

Certification requirements have been proposed by an advisory group.

Arkansas

Certification Requirement - None

Program Approval Standards - None

Requirements recommended but not passed.

California

Certification Requirement = 1 course for all teachers and administrators

Program Approval Standards

Competencies recommended include:

1. Recognize children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal assessment procedures appropriate for classroom teachers.

2. Be able to assess the characteristics and behavior of exceptional children in terms of program and developmental needs.

3. Recognize the differences and similarities of exceptional and nonexceptional pupils.

4. Analyze non-discriminatory assessment including a sensitivity to cultural and diagnostic factors.

5. Produce and evaluate short and long term educational objectives for regular classroom aspects of the Individualized Education Program goals.

6. Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual-motor development, when appropriate.

7. Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children.

8. Identify and teach non-academic areas, i.e., socialization skills, career and vocational education.

9. Promote pupil growth in the affective domain and in interpersonal relationships.

10. Be able to communicate appropriate information in a positive manner to other professionals and to parents.

11. Understand current legislation dealing with Special Education, including the concept of least restrictive environment, and due process for parents and teachers.

Colorado

Certification Requirement
= Competencies - the recognition of exceptional children, and techniques for teaching such children in the regular classroom.

Program Approval Standards

Connecticut

Certification Requirement - None

Program Approval Standards - None

Increased interest at this time.

Delaware

Certification Requirement - None

Program Approval Standards - NASDTEC Standards to a certain extent

District of Columbia

Certification Requirement - Three semester hours in Special Education

Program Approval Standards - NASDTEC Standards

Florida

Certification Requirement
= Reflected in generic competencies
Program Approval Standards

Georgia

Certification Requirement - (Renewal) 5 quarter hours of an approved course in identification and education of the exceptional child.

Program Approval Standards - Reflected in Georgia Standards

Hawaii

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

Idaho

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

Illinois

Certification Requirement
= 3 semester hours. Recommended are: psychology of exceptional children and methods of teaching exceptional children. Learning disabilities must be explicitly included in the course work.
Program Approval Standards

Indiana

Certification Requirement
= Indiana Elementary Education Professional Education Standards and NASDTEC Standards
Program Approval Standards

Every effort shall be made to include experience in education of minority groups and the handicapped. The professional education

component shall include...ethnic, cultural and disability awareness. (Indiana Elementary Professional Education Standards)

Iowa

Certification Requirement - None

Program Approval Standards - NASDTEC Standards for Elementary

Kansas

Certification Requirement
Program Approval Standards = 2-hour survey course in the area of exceptionality. New standards are proposed.

Kentucky

Certification Requirement
Program Approval Standards = All teachers must have the equivalent of two semester hours credit in the area of exceptionality.

Louisiana

Certification Requirement
Program Approval Standards = Elementary majors--
3-hour course credit,
Introduction to the Exceptional Child.

Maine

Certification Requirement - None

Program Approval Standards - State of Maine Program Approval Standards

Standard 3. Curriculum

(d) (iii) Professional studies, including study and application of teaching and learning, a coordinated component of early and continuous field experience under the joint supervision of practitioners and program supervisors, substantial and sustained experience under the joint supervision of practitioners and program supervisors, and preparation in the skills of identifying the individual needs of all learners, including exceptional children.

(e) Has components which result in graduates who can identify the needs of all learners including exceptional children. (State of Maine Program Approval Standards)

Maryland

Certification Requirement - Effective July 1, 1985, applicants for all professional certificates will be required to have three semester hours of college credit or state approved inservice workshop credit in special education.

Program Approval Standards - NASDTEC Standards and Suggested Competencies as follows:

I. Demonstrate a knowledge of the rationale and legal basis for working with handicapped students in regular education settings.

   a. demonstrate a knowledge of the development of educational programming for handicapped students in the United States in its historical and political contexts.

   b. demonstrate a knowledge of federal regulations as they relate to the education of handicapped students.

   c. demonstrate a knowledge of state regulations as they relate to the education of handicapped students.

   d. demonstrate an awareness of LEA policies as they relate to the education of handicapped students.

II. Demonstrate a knowledge of the characteristics of handicapped students and the implications for educational programming.

   a. demonstrate a knowledge of the basic characteristics of handicapping conditions as stated in federal regulations and Maryland Bylaw 13.04.01, i.e., deaf, deaf-blind, hard of hearing, mentally retarded, multi-handicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disability, speech impaired, or visually handicapped.

   b. demonstrate a knowledge of the continuum of services concept, from the least to the most restrictive environment, based on a student's individual educational needs.

   c. demonstrate a knowledge of various instructional approaches available for handicapped students, such as alteration of methodology, modification of materials and equipment, and adaptation of the environment and curriculum content.

III. Demonstrate a knowledge of identification and assessment procedures.

a. demonstrate a knowledge of the indicators of potential learning problems.

b. demonstrate skill in observing and recording student behavior and to informally assess learning characteristics of all children.

c. demonstrate an understanding of the educator's role in making referrals and their involvement in the assessment process.

IV. Demonstrate an ability to plan and implement the instructional strategies to meet the individual needs of handicapped students.

a. demonstrate the ability to develop from assessment data long range goals and specific objectives for an individual student.

b. demonstrate, through active participation, a working knowledge of the admission/review/dismissal and Individualized Education Program (IEP) process as it may occur in a given regular education setting.

c. demonstrate the ability to identify and to select appropriate teaching/learning styles and materials that influence the selection and usage of instructional strategies.

d. demonstrate a knowledge of alternative classroom management strategies.

e. demonstrate the ability to adapt the environment to meet specific learning problems.

V. Demonstrate an understanding of the functions and responsibilities of the various participants in the communication process.

a. demonstrate competence in listening skills necessary in effective communication.

b. demonstrate the ability to effectively communicate and interact with children, parents and professionals.

c. demonstrate an understanding of the role of related services personnel within the school, local community and state who provide appropriate resource support to the regular teacher in the planning and programming for handicapped children.

VI. Demonstrate an understanding of the effects of teacher and peer attitudes on handicapped students.

a. demonstrate the ability to identify teacher attitudinal barriers toward handicapped students and how they impact on one's teaching goals and strategies.

b. demonstrate the ability to create a classroom atmosphere conducive to the acceptance of handicapped children.

c. demonstrate the ability to identify student attitudes that impact on the social climate of the classroom and the socio-emotional needs of the handicapped student.

Massachusetts

Certification Requirement - Have used NASDTEC

Program Approval Standards - Reflected in Massachusetts State Standards

Michigan

Certification Requirement - None

Program Approval Standards - None

Efforts to pass requirements have failed. The state education agency has steered away from specific course requirements.

Minnesota

Certification Requirement

= General requirements

Program Approval Standards

1. Foundation Studies - This category consists of basic knowledge which underlies the study of education and training and includes all of the following:

   a. The study of human growth and development, including typical and atypical patterns of development.

   b. The study of the learning process, with emphasis on physical, intellectual, and social differences in students.

Rules for secondary teachers in hearing stage.

Mississippi

Certification Requirement - All teachers must take a 3-semester-hour survey course in the exceptional child area.

Program Approval Standards - None

Missouri

Certification Requirement

Program Approval Standards = All applicants must take two semester hours in psychology and education of the exceptional child.

Montana

Certification Requirement - None

Program Approval Standards - Montana Professional Education Standards and NASDTEC

Knowledge of the process of human growth, development, and learning and the ability to apply this knowledge to the teaching of all students, including atypical children. (Montana Professional Education Standards)

Nebraska

Certification Requirement - None

Program Approval Standards - NASDTEC and Nebraska State Standards

1. Course work and pre-student teaching....

(e) In the professional education program, provision is made through study and active experience for:....

(2) Gaining an understanding of the processes of human growth and development and of conditions conducive to the development of normal as well as exceptional children.

(3) Acquiring knowledge of how learning takes place for normal and exceptional children and how it can be guided through interpretation of modern psychology and the findings of education research....

(5) Developing understanding, attitudes and skills essential to the building of functional curriculum by drawing upon the approaches to teaching such as inquiry and problem solving. Special emphasis is placed upon acquiring abilities in the use of alternative teaching techniques and materials for normal and exceptional children in the field of specialization.

(f) Pre-student teaching experiences offer a basis for the selection of a level and area of teaching by providing:....

(2) A reinforcement of understanding of the major aspects of child growth and development and of the principles which govern the learning process through active involvement with preschool, elementary and/or secondary students of varying abilities, including exceptional children.

(3) A sensitization of students to the interests, needs and characteristics of normal and exceptional pupils as well as to the homes and communities representing various ethnic and minority groups, and various socio-economic backgrounds, and thus increase intercultural understanding and appreciation.
(Nebraska State Standards)

Nevada

Certification Requirement - A course is required in the study of the exceptional child.

Program Approval Standards - (Not applicable)

New Hampshire

Certification Requirement - None

Program Approval Standards - NASDTEC and New Hampshire Professional Education Standards

Programs of personnel preparation shall provide educators with the knowledge and competencies needed to work effectively with exceptional children in the regular classroom as required by law.

These include the following:

- skill in using the results of formal and informal evaluations, including a variety of screening tests for identifying academic, social, and behavioral strengths and difficulties.

- proficiency in the development, evaluation and modification of curriculum and in continued monitoring of student progress in academic, social and behavioral areas.
- the utilization of a variety of behavioral management techniques, and
- the skill to participate in the development, in conjunction with parents, teachers and administrators, of written individual education plans.
(New Hampshire Professional Education Standards)

New Jersey

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

Some specific requirements have been proposed, but the state favors integration into existing teacher education programs to avoid specificity.

New Mexico

Certification Requirement - None

Program Approval Standards - None

There is increasing interest.

New York

Certification Requirement - None

Program Approval Standards - None

North Carolina

Certification Requirement - North Carolina Requirements

Program Approval Standards - Integrated into program approval system

All teachers and prospective teachers must be competent in the education of exceptional children, reading education, sex equity, multicultural education and metric education.

North Dakota

Certification Requirement - None

Program Approval Standards - Not Applicable

Colleges have accommodated for this skill in their programs.

Ohio

Certification Requirement - None

Program Approval Standards - Uses NASDTEC Standards and Developed Guidelines for Preparing Institutions

Guidelines for Implementation of P.L. 94-142
and R.C. Chapter 3323

Public Law 94-142 is Federal Law and R.C. Chapter 3323 is state law. All institutions of higher education are expected to prepare prospective teachers to function in accordance with state and federal law. Institutions are responsible for demonstrating compliance with these requirements during on-site review.

The Ohio Department of Education, in cooperation with the Dean's Task Force on Personnel Preparation for the Handicapped, has developed the following criteria for use in determining if teacher education institutions are in compliance with the mandates as prescribed in Public Law 94-142 and R.C. Chapter 3323. Teacher education institutions should provide evidence to the evaluation team that preservice teachers have an opportunity to:

1. become aware of school and community resources and service delivery systems;

2. know characteristics of pupils* with handicaps and the needs of those pupils in the least restrictive environments;

3. know how to participate in educational assessments, how to specify goals and objectives, and how to use educational support services; and

4. know the process of consultation with parents at each step of identification, evaluation, placement in an appropriate setting, and educational planning.

The following suggested questions have been developed to assist team members as they review institutional responses to the criteria:

Criterion 1 - Students should become aware of school and community resources and service delivery systems.

Questions:

a. How and when are the State requirements for implementing 94-142 taught to preservice teachers?

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*In this context "pupils" refers to people in elementary and secondary schools; "students" refers to people in preservice teacher education programs.

b. In which courses or modules do students have an opportunity to develop an understanding of placement in the least restrictive environment?

Criterion 2 - Students should know the characteristics of pupils with handicaps and the needs of those pupils in the least restrictive environment.

Questions:

a. In which courses or modules do preservice teachers learn Ohio's definition of the various handicapping conditions?

b. Where, on campus, are copies of Ohio's plan of services for the handicapped made available for preservice teachers?

c. How does the teacher education curriculum provide for the preparation of teachers who can meet the needs of handicapped students?

Criterion 3 - Students should know how to participate in educational assessments, how to specify goals and objectives, and how to use educational support services.

Questions:

a. In which courses or modules do students learn and practice the procedure for developing an Individualized Education Program (IEP)?

b. In which courses or modules do preservice teachers learn about team development of an IEP?

Criterion 4 - Students should know the process of consultation with parents at each step of identification, evaluation, placement in an appropriate setting, and educational planning.

Questions:

a. In which courses do students learn about "informed parent consent?"

b. When during a preservice teacher's course of studies is the process of "appeal for placement" taught?

c. What knowledge and skills do preservice teachers learn in order to implement an IEP for handicapped children?

(Procedures for Approval of Colleges/Universities Preparing Teachers)

Oklahoma

Certification Requirement - Two or three hours in Education of the Exceptional Child.

Program Approval Standards - None

Oregon

Certification Requirement - Basic and Standard Teaching Certificates

Program Approval Standards - Basic and Standard Teaching Certificates listed below

584-38-010 - the elementary endorsement requires completion of an approved teacher education program including:

(1) Thirty-six quarter hours of elementary teacher preparation including

(a) Teaching strategies emphasizing development of measurable objectives and diagnostic and prescriptive techniques. . .

(Basic Teaching Certificate)

Standard Teaching Certificate Requirements (Self Contained Classroom - Primary through Grade 9)

The standard elementary endorsement requires completion of the program for the Basic Teaching Certificate with basic endorsement and completion of forty-five quarter hours in an approved teacher education program including:...

(c) Education of the Exceptional Child.

(Standard Teaching Certificate)

Pennsylvania

Certification Requirement = See 10 state mandated competencies below*

Program Approval Standards

1. Understands the legal basis for educating students with handicaps in the least restrictive environment.

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*In January, 1981, a compliance report was prepared for the federal government. It is entitled A Summary Report: How Pennsylvania Teacher Preparation Institutions Meet the Ten State Mandated Least Restrictive Environment Competencies Required For Teacher Education Programs to be in Compliance with U.S. Public Law 94-142.

2. Understands the implications which handicapping conditions have for the learning process.

3. Recognizes students who may be in need of special services.

4. Makes use of appropriate resources and support services.

5. Confers with and reports to parents on educational programs for students with handicaps.

6. Facilitates the social acceptance of person with handicaps by encouraging positive interpersonal relationships.

7. Uses individual, group and classroom management techniques for effective accommodation of students with handicaps.

8. Assesses the educational needs of students with handicaps.

9. Modifies instructional strategies to provide for the individual needs of students with handicaps.

10. Evaluates classroom progress of students with handicaps.

Rhode Island

Certification Requirement - Proposed - one course in meeting needs of special education students

Program Approval Standards - NASDTEC Standards

South Carolina

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

South Dakota

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

Tennessee

Certification Requirement - Tennessee Code

Program Approval Standards - (Not Applicable)

1. Conditions for Issuance of Certificates....

(f) Completion in an approved program of not less than one three-

quarter hour course or equivalent experience designed to insure that all prospective teachers acquire knowledge and understanding of the learning and behavioral characteristics of handicapped children. Alternative plans of equivalent experience to insure this purpose may include, but are not limited to, such activities as supervised practicum experience of not less than 100 hours with handicapped children or completion of not less than two years of classroom experience in teaching handicapped children.

(Tennessee Code)

Texas

Certification Requirement - Section 141.3, Title 19 Texas Administrative Code

Program Approval Standards - None

Section 141.3 General Requirements

(b) Administrative Procedure....

(7) To be certified to teach on the elementary or secondary level, a person shall have knowledge and skills relating to the education of handicapped pupils, incorporated within the framework of existing programs for elementary and secondary teachers, including:

(A) knowledge of the concept of least restrictive alternatives and its implications for the instructional process;

(B) knowledge of the characteristics and learning differences of handicapped pupils;

(C) skills in informal assessment and a variety of instructional techniques and procedures for implementing the educational plan for handicapped pupils; and

(D) knowledge of the admission, review, and dismissal processes and understanding of the individualized educational program for handicapped pupils.

Utah

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

Vermont

Certification Requirement - None

Program Approval Standards - NASDTEC Standards as guidelines

Virginia

Certification Requirement - None

Program Approval Standards - NASDTEC Standards

Increased interest in certification requirements.

Washington

Certification Requirement
= Required Generic Competencies
Program Approval Standards

The candidate:

1. Knows the major characteristics/criteria relevant to classification/ categories of exceptionality and giftedness

2. Can identify the major state/federal laws and regulations affecting exceptional students and can define terminology (e.g., mainstreaming, IEP, least restrictive environment, etc.)

3. Can relate how laws and regulations will affect his/her own classroom and instruction and has knowledge and skill to develop appropriate learning experiences for all:

   3a. comprehends the academic and social ramifications associated with the various handicapping conditions and with giftedness,
   3b. knows some instructional strategies appropriate to mainstreamed classrooms,
   3c. knows of resource materials and persons who can assist with curricular and instructional needs of handicapped/gifted,
   3d. has skills in planning for the accommodating individual needs and learning styles,
   3e. has skill in diagnostic/prescriptive teaching procedures,
   3f. has skill in developing and implementing performance contracts, and
   3g. has skill in integrating the exceptional child into the social and academic life of the classroom.

4. Knows about the range of services ordinarily available to handicapped and gifted students and can describe the function of commonly available specialists (e.g., CDS, school psychologist, school worker, etc.)

5. Has some knowledge about the criteria and diagnostic procedures used in determining the several handicapping conditions and giftedness

6. Can identify ways in which exceptional students are similar to other students

7. Has knowledge/skill to recognize behavioral indications of exceptionality and to refer students to appropriate specialists for assessment

8. Has sufficient understanding of the emotional and psychological implications of exceptionality to prepare and assist students to accept them

9. Has skill in using both norm-referenced and criterion-referenced grading/testing procedures.
(State of Washington Code)

West Virginia

Certification Requirement
= West Virginia program approval competencies
Program Approval Standards

Wisconsin

Certification Requirement - 3 semester credits or equivalent in Exceptional Child study

Program Approval Standards - Pending

Wyoming

Certification Requirement - 2 hour survey course in meeting needs of handicapped children who are placed in the regular classroom

Program Approval Standards - Not Applicable

Department of Defense
Overseas Dependents Schools

Certification Requirement - None

Program Approval Standards - Not Applicable

Does not prepare teachers.

Analysis of State Provisions

On the basis of the data collected through the questionnaire used for this study and through telephone interviews with state agency personnel, it appears that in almost all cases state departments of education responded to Public Law 94-142 with new training programs. As might be expected, the immediate state response was to attend to the more pressing inservice needs. However, the data collected indicate that a large majority of states have used certification requirements, program approval standards and other informal measures to effect changes in preservice programs.

The Standards Committee of the National Association of State Directors of Teacher Education and Certification (NASDTEC) revised their standards specifically to accommodate the training needs required by Public Law 94-142. Since a number of states have adopted NASDTEC standards as their official state program approval standards, some changes in program approval resulted from that general change. However, most changes occurred on an individual state basis. Also, some states made changes before the NASDTEC Standards were revised.

State Approaches

In the review of the data, several patterns emerged in the way states responded to the additional training required by P.L. 94-142. Responses seemed to fall into one or more of the following categories:

1. Specified course hour requirements in some area of study dealing with exceptionality are required.
2. Specified course hours with several general, required competencies are mandated.
3. NASDTEC Program Approval Standards are mandated.
4. Specific state-developed program approval provisions are stipulated.

5. State-developed lists of competencies are required.

6. General guidelines are developed for colleges and universities that conduct programs leading to state certification.

Following is a brief review of arguments which are often used for and against each of these practices. The review is intended to give some rationale for the ways in which states have chosen to handle training since P.L. 94-142 became law.

1. Specified course hours (usually two or three hours) in some area of exceptionality are required.

Pro

- The certification candidate is gaining at least some awareness of exceptionality.
- Pressure groups in the state are somewhat satisfied that something is being done.
- Institutions have some flexibility in preparing and providing a course.

Con

- A false impression is conveyed that the certification candidate is adequately trained.
- Adding specificity to certification requirements is setting a precedent which may lead to more complex certification patterns.
- Such courses vary greatly among institutions and there is no common body of knowledge or skills being covered.
- Such a measure does not go far enough to ensure an adequate level of competence for the certification candidate.
- Such specificity in certification requirements makes reciprocity more difficult.

2. Specified course hours with several general, required competencies are mandated. (The competencies usually included in these provisions are frequently related to the requirements of P.L. 94-142.)

Pro

- The certification candidate has more opportunity to acquire necessary knowledge and skill.
- General competencies within course hour requirements assure greater uniformity among institutions' programs with respect to what is taught.
- Pressure groups are satisfied that something is being done.

Con

- General competencies added to course hour requirements make reciprocity more difficult.
- The required competencies are too general and the required time is too short to do an adequate training job.
- There is no satisfactory way to assure that the required competencies are actually mastered by all candidates.

3. NASDTEC Program Approval Standards are mandated.

Pro

- Addressing training needs through program approval standards assures a more comprehensive approach.
- NASDTEC Standards have national stature.
- In those states where NASDTEC Standards and their revisions have been adopted in total, program changes can be made easily as new revisions are adopted, since each change in the NASDTEC Standards does not require approval through complex processes.
- Recent revisions to NASDTEC Standards as a result of P.L. 94-142 were comprehensive and are reflected throughout total program change rather

than as isolated, uncoordinated changes.

- NASDTEC Standards have a competency-based format and pose less difficulty in compliance for the institution than course and hour specific kinds of standards.
- Reciprocity agreements are not greatly affected by changes.

Con

- Provisions in NASDTEC Standards may not be consistent with what pressure groups want in the state.
- Revisions of NASDTEC Standards required more time to complete than changes at state level.
- NASDTEC Standards are too broad.
- NASDTEC Standards do not go far enough.
- In some instances there are no provisions for candidates who do not go through an approved program.
- Substantial changes in NASDTEC Standards require time-consuming readoption procedures for those states where state board approval is required for all changes.

4. Specific state-developed program approval provisions are stipulated. (These are sometimes used as a supplement to the NASDTEC Standards. In some instances states that do not use NASDTEC Program Approval Standards have added their own program approval standards.)

Pro

- State developed program approval standards will better meet the unique needs and fit into the unique certification pattern for the state.
- There is greater uniformity in requirements among institutions in the state.
- The requirements can be put into perspective with the total state program approval system and thus no one category will be dispropor-

tionate to other areas of a program.

- There is some "pride of ownership" if the standard was developed within the state by a representative group of interested parties.

Con

- A single state's standards does not have the prestige in some circles that national standards have.
- A single state's program approval standards might interfere with reciprocity.
- Some state standards are too broad or too narrow and are not uniformly enforced.
- Single state developed program approval standards are sometimes difficult to enact.
- Unless state certification requirements reflect state developed program approval standards, there is no way to be sure that nonprogram graduates must meet the requirements. (Nonprogram graduates are those who meet certification requirements without going through state approved programs.)
- State developed standards are often dictated by politics or the strongest pressure groups.

5. State developed lists of competencies are required.

Pro

- There is greater assurance that the candidate is better prepared.
- When developed cooperatively by appropriate groups, there is a pride of ownership, greater acceptance and, therefore, greater possibility of adequate implementation.
- Institutions are more likely to comply with competencies that are mandated.
- Competency-based requirements give institutions greater flexibility

in program design than specific course requirements.

- Well-stated specific competencies are easily understood and, therefore, easier to implement and monitor.

Con

- Lists of competencies might limit a program to the mandated specifics.
- It is difficult to manage competencies in collegiate programs and to devise adequate assessment systems.
- Lists of specific competencies limit the academic freedom of institutions.
- State lists of competencies may be politically inspired or dictated by the strongest pressure groups.
- The listed competencies may not reflect what is needed in all schools in the state.

6. General, suggested guidelines are developed for colleges and universities that conduct programs leading to state certification.

Pro

- Colleges have greater flexibility in determining what a program should be.
- Guidelines are less difficult to monitor, and can be implemented and changed without going through state channels.
- Guidelines give institutions a resource for developing their own programs.

Con

- Adherance to guidelines throughout the state may be irregular.
- Guidelines fail to give institutions leverage in getting programs instituted.
- Guidelines are often too vague and broad to be of help.

Basic Assumptions of Policies

Another pattern derived from the data collected is related to underlying assumptions upon which policy changes were made in state program approval and certification requirements. These basic assumptions often explain the way states address certification and program approval issues. Some assumptions came out in the telephone interviews; others were suggested by the state's approach to the issues. A brief review of these assumptions provides background on the complexities involved in changing state certification and program approval practices.

The several underlying assumption patterns which seem to guide state certification decisions are as follows:

1. The preservice program should prepare educational personnel very generally in the area of exceptionality; thus only a survey course is necessary. (Often the assumption is that inservice education is the place to provide the specific training.)
2. The preservice program should give the certification candidate at least minimal competence in working with handicapped students in the regular classroom; therefore, several general competencies are required. A great deal of discretion is left to colleges and universities as to how these competencies are developed.
3. The preservice program should give the certification candidate maximum competence to teach handicapped children in the regular classroom; therefore, a more extensive list of required skills and knowledge should be developed. (The justification here is that unless the preservice teacher is sufficiently prepared, inservice training needs will never diminish.)

4. Specialized certification requirements should be incorporated into recertification or continuing certification plans rather than at the initial level. (Almost every state has multilevel certification patterns beginning with an initial level. In many instances states have placed specialized requirements only at the renewal or continuing certification levels. Thus the responsibility for acquiring the "special" courses are on the individual applicant.)
5. Certification requirements and program approval standards should not be relied upon completely to assure competence. A number of states are looking at their responsibilities for assuring quality of education personnel on a broader spectrum, from the time a candidate enters teacher education through retirement. Various measures are being examined, such as testing, to determine the role of the state in supporting measures to ensure quality.

PART III

Influential Forces Within States

The surveyed states and jurisdictions were questioned concerning their interest in promoting certification requirements or program approval standards that would ensure that teachers are prepared to work in the regular classroom with handicapped students. With few exceptions state education agency personnel reported that interest was growing rather than diminishing. Consequently measures might be implemented sooner or later in states where no action has been taken.

The survey response gave no significant evidence that any one group alone was more influential than any other in getting measures enacted in the states. State agency personnel surveyed were asked to check those groups that were most influential, including state agencies (teacher education and certification offices), special education groups in the state, standards boards or advisory groups, colleges of education, and "other."

Most respondents indicated more than one group. The two choices most frequently checked were the state education agency and standards board or advisory groups. Following closely behind was the special educator.

Few responses indicated that college of education personnel were influential, and surprisingly few listed the state legislature. In one instance an organization of parents of handicapped children was listed.

Some lack of clarity on this issue is probably related to conditions in the states. A large majority of the states have some version of a standards board or advisory board on teacher education and certification. These boards are generally composed of representatives from a wide variety of constituencies including state education agency personnel, college and university personnel, elementary and secondary administrators and teachers and, in some instances, noneducational lay representatives. Since these boards vote on

changes, new measures may have been credited to such boards.

The special educator category on the survey was checked with a moderate degree of frequency. In telephone interviews with state agency personnel, it appeared that, in some instances, the comprehensive system of personnel development served as a catalyst to reviewing and changing certification requirements and program approval standards. Required under P.L. 94-142, the comprehensive system of personnel development is a plan in which the diverse training needs for personnel are examined and documented. Input from various constituencies is required in the process of its development, although in some cases the final responsibility falls to the state special education unit.

The legislature was rarely checked as the influential agency, possibly because state agencies and all other education groups prefer not to have the legislature mandate certification requirements. However, state legislatures do occasionally mandate certification requirements. In all probability the initiative was taken by the state agency or advisory body to "head off" a mandate from the legislature. In one instance state agency personnel reported that they had worked with the legislature to keep the language of a mandate flexible so that the requirement could be integrated more easily into the existing certification and program approval system.

On the basis of this study it appears that policy decisions concerning certification requirements and program approval standards are not necessarily instituted or controlled by any one group within the state. Standards boards or advisory groups by which proposed standards changes are approved, represent as a rule a variety of education interest groups in the state. They are frequently composed of elementary and secondary teachers and administrators, schools of education personnel, professional association members and school-board members. Moreover, as states made moves to accommodate changes required by this public law in their certification requirements and program approval

standards, many were motivated to look at entire plans for preparation and certification of educational personnel. Major revisions in policies and practices were often the result.

Regardless of whether all the provisions of Public Law 94-142 remain, there can be little doubt that any history of education for the last decade will recognize the phenomenal impact that this federal legislation has made. It certainly merits study as a positive example of the federal role in education and its effect on the governing powers of individual states in education.

Although this study does not prove conclusively that P.L. 94-142 caused a more rapid change in state certification requirements and program approval standards, no other certification issue has created as much interest in as short a period of time as this mandate has, nor caused so many measures to be enacted.

APPENDIX I

Certification Offices of State Education Departments

For additional or most recent certification information contact the certification agency in each state of interest. State certification requirements do change frequently.

ALABAMA
Department of Education
Teacher Education/Certificate Section
349 State Office Building
Montgomery, Alabama 36130
(205) 832-3133

ALASKA
Certification Office
Department of Education
State Office Building
Pouch F
Juneau, Alaska 99811
(907) 465-2841/2831/2857

ARIZONA
Certification Office
Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-4367

ARKANSAS
Certification Office
Department of Education
State Capitol Mall
Little Rock, Arkansas 72201
(501) 371-1457

CALIFORNIA
Commission for Teacher Preparation
and Licensing
1020 O Street - Room 222
Sacramento, California 95814
(916) 445-7254

COLORADO
Certification Office
Department of Education
310 State Office Building
201 East Colfax Avenue
Denver, Colorado 80203
(303) 866-3075

CONNECTICUT
Certification Office
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-2670/2671/2672/2673

DELAWARE
Certification Office
State Department of Public
Instruction
Townsend Building, P.O. Box 1402
Dover, Delaware 19901
(302) 678-4686

DISTRICT OF COLUMBIA
Board of Examiners
District of Columbia Public
Schools
Presidential Building
415 Twelfth Street, N.W.
Washington, D.C. 20004
(202) 724-4230

FLORIDA
Certification Office
Department of Education
Collins Building
Tallahassee, Florida 32301
(904) 488-5724

GEORGIA
Certification Office
State Department of Education
Twin Towers East
Atlanta, Georgia 30334
(404) 656-2556

HAWAII
Certification Office
State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-5803

IDAHO
Certification Office
State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720
(208) 334-3475/3476

ILLINOIS
State Teacher Certification Board
100 North First Street
Springfield, Illinois 62777
(217) 782-2805

INDIANA
Teacher Certification Office
State Department of Public Instruction
Room 231, State House
Indianapolis, Indiana 46204
(317) 232-6636

IOWA
Certification Office
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3245

KANSAS
Certification Office
State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-2288

KENTUCKY
Certification Office
State Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4606

LOUISIANA
Certification Office
State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3490

MAINE
Certification Office
Department of Education and
Cultural Services
Augusta, Maine 04330
(207) 289-2441/2181

MARYLAND
Certification Office
State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201
(301) 659-2000/2141/2155

MASSACHUSETTS
Certification Office
Department of Education
Quincy Center Plaza
Hancock and Granite Streets
Quincy, Massachusetts 02169
(617) 770-7517

MICHIGAN
Certification Office
Department of Education
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-1924/3310

MINNESOTA
Certification Office
State Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-2046/2415

MISSISSIPPI
Certification Office
Department of Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6869

MISSOURI
Certification Office
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102
(314) 751-3486

MONTANA
Certification Office
Office of the Superintendent
of Public Instruction
Helena, Montana 59601
(406) 449-3150/3151

NEBRASKA
Certification Office
Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, Nebraska 68509
(402) 471-2496

NEVADA
Certification Office
Department of Education
State Mail Room
Las Vegas, Nevada 89158
(702) 386-5401

NEW HAMPSHIRE
Certification Office
State Department of Education
410 State House Annex
Concord, New Hampshire 03301
(603) 271-2407

NEW JERSEY
Certification Office
State Department of Education
3535 Quakerbridge Road
Trenton, New Jersey 08619
(609) 292-4477

NEW MEXICO
Certification Office
Teacher Education and
Professional Development
Education Building
Santa Fe, New Mexico 87053
(505) 827-2891/2789

NEW YORK
Certification Office
State Department of Education
Cultural Education Center
Room 5A 11
Empire State Plaza
Albany, New York 12230
(518) 474-6440

NORTH CAROLINA
Certification Office
State Department of Public
Instruction
Education Building
Raleigh, North Carolina 26511
(919) 733-4125

NORTH DAKOTA
Certification Office
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-2264

OHIO
Certification Office
Department of Public Instruction
Ohio Department Building, Room 1012
Columbus, Ohio 43215
(614) 466-3593

OKLAHOMA
Certification Office
State Department of Education
Oliver Hodge Education Building
2500 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-3337

OREGON
Teacher Standards and Practices
Commission
730 12th Street, S.E.
Salem, Oregon 97310-0320
(503) 378-3586

PENNSYLVANIA
Certification Office
State Department of Education
333 Market Street
Harrisburg, Pennsylvania 17108
(717) 787-5105

RHODE ISLAND
Certification Office
Department of Education
Roger Williams Building
22 Hayes Street
Providence, Rhode Island 02908
(401) 277-2675

SOUTH CAROLINA
Certification Office
State Department of Education
Room 1011, Rutledge Building
Columbia, South Carolina 29201
(803) 758-5081/8527

TENNESSEE
Certification Office
State Department of Education
125 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-1644

TEXAS
Certification Office
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701
(512) 475-3236

UTAH
Certification Office
Utah State Office of Education
250 East Fifth South
Salt Lake City, Utah 84111
(801) 553-5965

VERMONT
Certification Office
State Department of Education
Montpelier, Vermont 05602
(802) 828-3131/3133

VIRGINIA
Certification Office
Department of Education
P.O. Box 6Q
Richmond, Virginia 23216
(804) 225-2097

WASHINGTON
Certification Office
7510 Armstrong Street, S.W.
FG-11
Tumwater, Washington 98504
(206) 753-1031

WEST VIRGINIA
Certification Office
Department of Education
1900 Washington Street
Building #6, Room B304
Charleston, West Virginia 25305
(304) 348-3787

WISCONSIN
Certification Office
Department of Public Instruction
125 Wouth Webster Street
Madison, Wixconsin 53702
(608) 266-1879

WYOMING
Certification Office
State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
(307) 777-7291

Department of Defense
Certification Office
Department of Defense Overseas
Dependents Schools
Hoffman Building
246 Eisenhower Avenue
Alexandria, Virginia 27731
(202) 325-0690/0188